



Communities That Care

Community Board Orientation

**Milestone: Engage
Key Leaders**

**Trainer's Guide
(60 minutes)**

Module 4

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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

Module 4

Communities That Care

Milestone: Engage Key Leaders



Slide 4-1

Notes

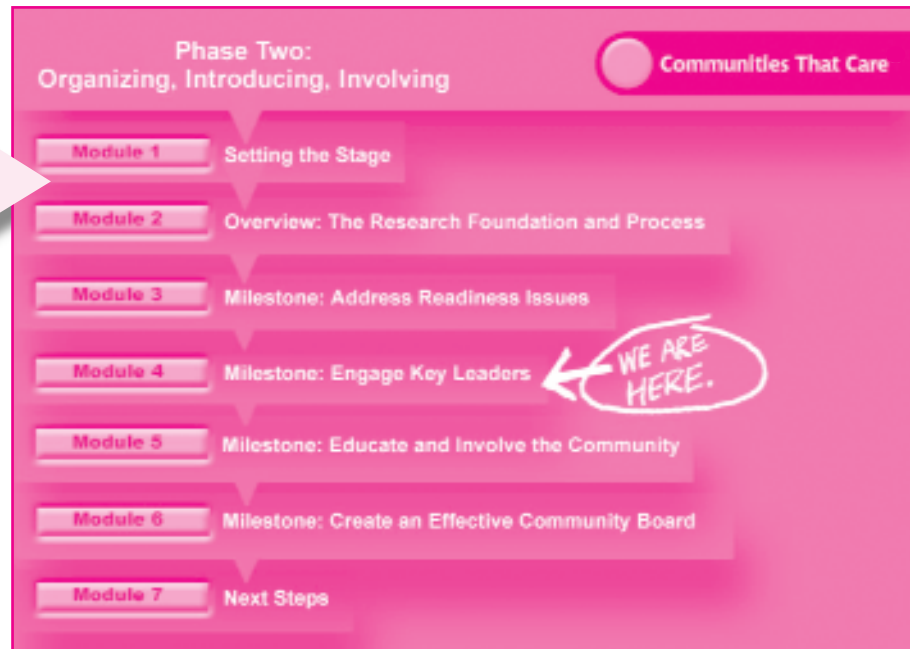
NOTE: The length of this module depends on the level of Key Leaders' involvement before the CBO. In preparing for the CBO, ask the Coordinator/Facilitator to prepare a list of Key Leaders who attended the KLO or have otherwise been involved. Also, ask him or her to be prepared to distribute copies of the list and provide a brief overview of Key Leader roles and issues when you show slide 4-5 (Community update).

Module 4



Slide 4-2

Notes



Review the slide.

Module 4 goal

Prepare Community Board members to involve Key Leaders in the *Communities That Care* effort.

Communities That Care



Slide 4-3

Notes

Review the slide.



Slide 4-4

Notes

Objectives

Communities That Care

1. Identify Key Leaders in the community.
2. Determine ways to educate and involve Key Leaders.



Review the slide.

As we discussed in Module 2, Key Leaders play a critical role in the Communities That Care system. Key Leaders are the influential individuals in the various sectors of your community who control resources, impact policy and influence public opinion. Key Leaders make a commitment to the Communities That Care process during the Key Leader Orientation. They agree to be part of a Key Leader Board that will support and provide needed resources for the Community Board. The Key Leader Board holds the Community Board accountable for the progress of the Communities That Care effort. Key Leaders agree to serve for the duration of their community leadership positions.

The Champion is one of the Key Leaders, responsible for advocating, supporting and guiding the Communities That Care effort. We'll be returning to the role of the Champion shortly.

Community update

Communities That Care

Identify and discuss:

- efforts to involve Key Leaders
- Key Leaders who attended the Key Leader Orientation and others involved to date
- issues related to involving Key Leaders
- the Key Leaders' degree of commitment to the *Communities That Care* effort
- the structure established by Key Leaders to oversee progress of the *Communities That Care* effort.



Slide 4-5

Notes

Ask the Coordinator/Facilitator to distribute copies of the list of Key Leaders involved so far and, in a brief presentation, to:

- Assure the Community Board that the *Communities That Care* process is a priority of the community's Key Leaders and that the board has their full support.
- Let participants know that each of them as an individual has been identified by the Key Leaders as an essential member of the Community Board.
- Remind participants that the Key Leader Board will hold the Community Board accountable for the success of the *Communities That Care* effort.
- Identify any outstanding issues that arose during the Key Leader Orientation.

Review the slide.



Slide 4-6

Notes

Key Leader roles

Communities That Care

Key Leader

- Commit to the process
- Involve other Key Leaders
- Establish the Key Leader Board structure
- Establish the Community Board
- Oversee implementation of the *Communities That Care* system



Objective 1: Identify Key Leaders in the community.

Remember why we need Key Leader involvement.

Review the slides.



Slide 4-7

Key Leader roles

Communities That Care

Key Leader

- Support the Community Board and hold it accountable
- Provide access to community resources and information
- Support the implementation and evaluation of the Community Action Plan



Champion roles

The Champion(s) will:

- provide inspiration and leadership
- influence other Key Leaders
- speak at community events and Community Board meetings
- “sign off” on key communications
- assist in fund-raising.

Communities That Care

Champion



Slide 4-8

Notes

Objective 1: Identify Key Leaders in the community.

NOTE: If a Champion has already been identified, tell the Community Board who that person is and how he or she will interact with the board.

Review the slide.

*There are certain characteristics we are looking for in a Champion.
He or she should:*

- *be a highly visible leader*
- *be well respected across all segments of the community*
- *have broad access to the media, and government and business sectors.*



Slide 4-9

Notes

Identifying Key Leaders

Communities That Care

1. Identify Key Leaders not yet involved.
2. As you list them, think about who might act as a Champion for the effort.



Objective 1: Identify Key Leaders in the community.

Activity

Identifying Key Leaders

Time: 10 minutes

Post easel sheets around the room. Label each sheet with one of the community sectors listed on the Identifying Key Leaders worksheet (see page 4—11).

Have participants work in teams at their tables to complete the worksheet. Allow teams 5 minutes to brainstorm and identify community leaders who are not currently involved with the *Communities That Care* effort. If a Champion was not identified during Phase One, ask participants to consider possible candidates.

Take about 5 minutes for teams to share their results with the group. Ask for volunteers to record suggestions on the appropriate easel sheets.

Identifying Key Leaders

Brainstorm to identify leaders in each of the following areas of your community who are not currently involved with the *Communities That Care* process. As you do this, think about who might act as a Champion (if one has not yet been selected).

Government		Religion	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
Law Enforcement/Justice System		Social Services	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
Business		Culture/Diversity	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
Education		Other (such as health or media)	
1.		1.	
2.		2.	
3.		3.	
4.		4.	



Slide 4-10

Notes

Engaging Key Leaders

Communities That Care

“Why is this worth my time and effort?”



Objective 2: Determine ways to educate and involve Key Leaders.

Key Leaders have primary responsibility for involving other Key Leaders—but Community Board members may also do this on the Key Leaders' behalf. So, it's important to prepare for introducing the Communities That Care system to new Key Leaders.

A common question for prospective Key Leaders to consider is “Why is this worth my time and effort?” A prospective Key Leader will often want to know how the time and effort he or she will invest will benefit his or her organization. Anticipating this concern is an essential part of getting new Key Leaders involved in the Communities That Care effort.

Prospective Key Leaders may also have objections to involvement—they may say they are too busy to attend more meetings, or they may be skeptical of a risk- and protection-focused approach to prevention. Identifying the unique benefits that the Communities That Care system offers to each sector of the community can make it easier to overcome such objections, by helping to answer the question “Why is this worth my time and effort?”

Engaging Key Leaders

Communities That Care

Work with a partner:

- One person role-plays the Key Leader (KL) and the other role-plays the Community Board (CB) member.
- The CB member introduces the *Communities That Care* system and asks the KL how he or she can/would like to contribute to the effort.
- After 5 minutes, switch roles.



Slide 4-11

Notes

Objective 2: Determine ways to educate and involve Key Leaders.

Activity

Engaging Key Leaders

Time: 15 minutes

As a group, take 5 minutes to brainstorm benefits of the *Communities That Care* system for the various community sectors listed in the previous activity.

Then, have participants work in pairs to practice introducing the *Communities That Care* system to a prospective Key Leader and identifying the best way to involve him or her in the effort. One person should be the prospective Key Leader (each pair should choose a community sector to represent) and the other the Community Board member. The Community Board member should:

- introduce the *Communities That Care* system and present it in a way that highlights the potential benefits to the Key Leader's sector
- review Key Leader roles, expectations and duration of commitment
- ask the prospective Key Leader how he or she could most effectively contribute to the effort.

After 5 minutes, have the participants switch roles and try it again for 5 minutes. Offer help and suggestions as needed. Take the last 5 minutes for a group discussion of what went well and what could have been improved.

Note: There is a sample introduction to the *Communities That Care* system on page 4—14 of this guide. Remind participants that there is a copy of this introduction on page 4—14 of their guides.

Sample Introduction to the Communities That Care System

The Communities That Care prevention planning system is a community-wide initiative for the benefit of the community's youth. It is a community action model, based on years of research and continuous improvement.

Through strategic consultation, training and research-based tools, the Communities That Care system helps community members work together to:

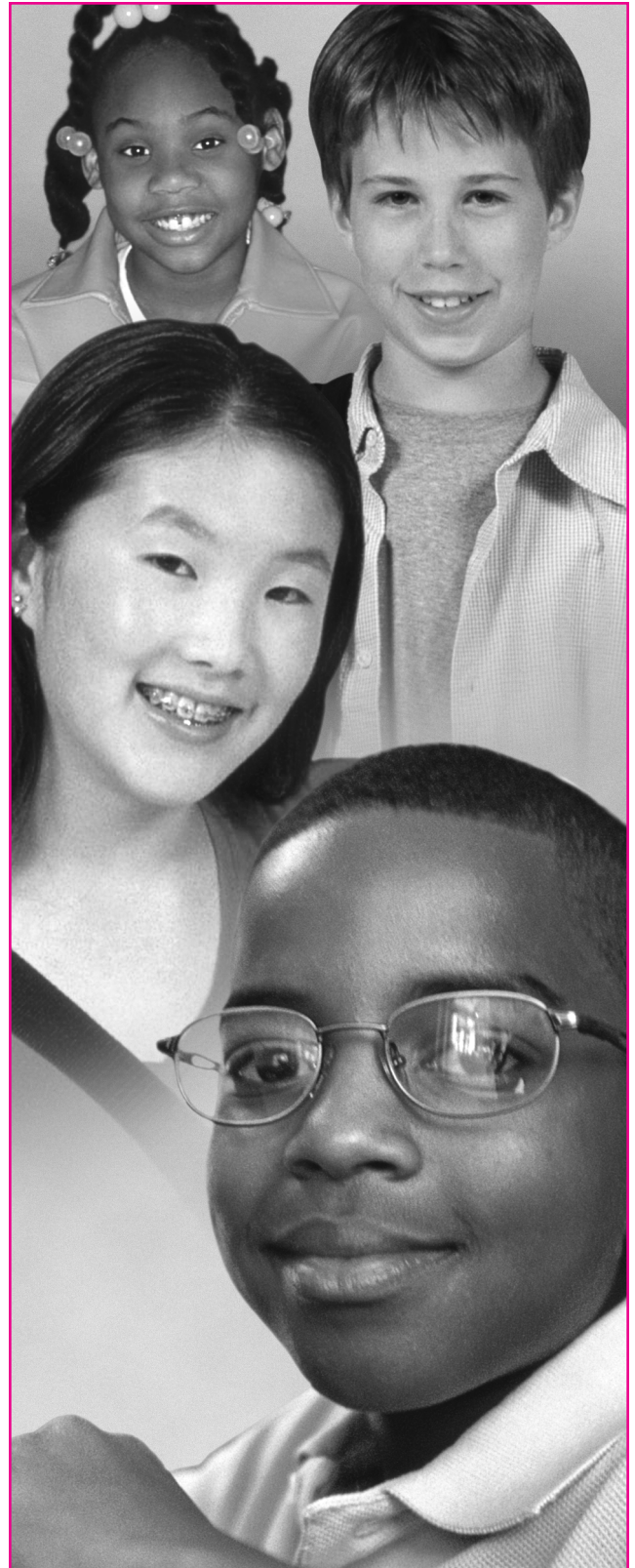
- *promote the positive development of children and youth*
- *prevent adolescent problem behaviors—including alcohol and other drug use, delinquency, teen pregnancy, dropping out of school and violence.*

The Communities That Care system involves all parts of the community in promoting healthy development. It identifies and addresses priority predictors of adolescent problem behaviors—called risk and protective factors—specific to the community. This strategy promotes positive development before young people become involved in problem behaviors.

The Communities That Care system is not a “cookie-cutter” approach. It is a self-directed process that each community tailors to meet its unique challenges and needs. Each community:

- *uses its own data-based community profile*
- *develops a focused, long-range community action plan for building on existing resources and filling any gaps with new resources*
- *chooses tested, effective programs, policies and practices that fit its profile, to fill identified gaps.*

Since 1990, hundreds of communities have used the Communities That Care system to improve the quality of community planning and decision making for positive youth development and prevention of adolescent problem behaviors.



Communicating with Key Leaders

Communities That Care

- Letters, phone and e-mail
- Events
- Meetings
- Newsletters



Slide 4-12

Notes

Objective 2: Determine ways to educate and involve Key Leaders.

There are many ways to initiate communication with a prospective Key Leader. Communication can take place through these methods.

Review each item as you click it onto the screen.



These traditional methods of communication provide useful and efficient ways to contact prospective Key Leaders. A letter detailing the scope and goals of the Communities That Care effort is an effective way to educate and involve a prospective Key Leader.



An informational event, such as a community breakfast, can provide an opportunity to educate community stakeholders about the Communities That Care process, and involve them as Key Leaders.



Inviting a prospective Key Leader to attend a formal meeting of the Community Board or Key Leader Board can bring the effort to life for him or her.



A weekly, monthly or quarterly newsletter that tracks the effort's progress and achievements can generate interest throughout the community.

Ask participants for other ideas.



Slide 4-13

Notes



Objective 2: Determine ways to educate and involve Key Leaders.

The last step in this module is to develop an action plan to get new Key Leaders on board as Communities That Care proponents and supporters. Community Board members must be committed to implementing this plan.

As a group, take about 10 minutes to create an action plan for involving additional Key Leaders, using the worksheet format shown on this slide and on page 4—17. Use the list of names from the brainstorming activity on pages 4—10 and 4—11. Be sure to discuss:

- the benefits each Key Leader can gain by participating in the effort
- the methods that will be used to contact Key Leaders
- whether the Key Leaders will be asked to commit to being involved in the *Communities That Care* effort during the first contact
- any other needed steps, such as arranging for an informational meeting or obtaining copies of *Investing in Your Community's Youth: An Introduction to the Communities That Care System* for members to distribute to Key Leaders.

Write the group's decisions on an easel page. Also, ask the Coordinator/Facilitator or another participant to volunteer to record the decisions on a separate sheet of paper, and to distribute copies to the participants. Participants can also record decisions on the worksheet in their guides.

Key Leader Planning

Key Leaders to involve	Benefits?	Who will contact?	How?	By when?



Slide 4-14

Key Leader planning

Communities That Care

Potential Champions	Who will contact?	How?	By when?

Objective 2: Determine ways to educate and involve Key Leaders.

NOTE: If a Champion was not identified during Phase One, take an extra 5 minutes to develop a plan for contacting and involving a potential Champion.

Notes

Key Leader Planning

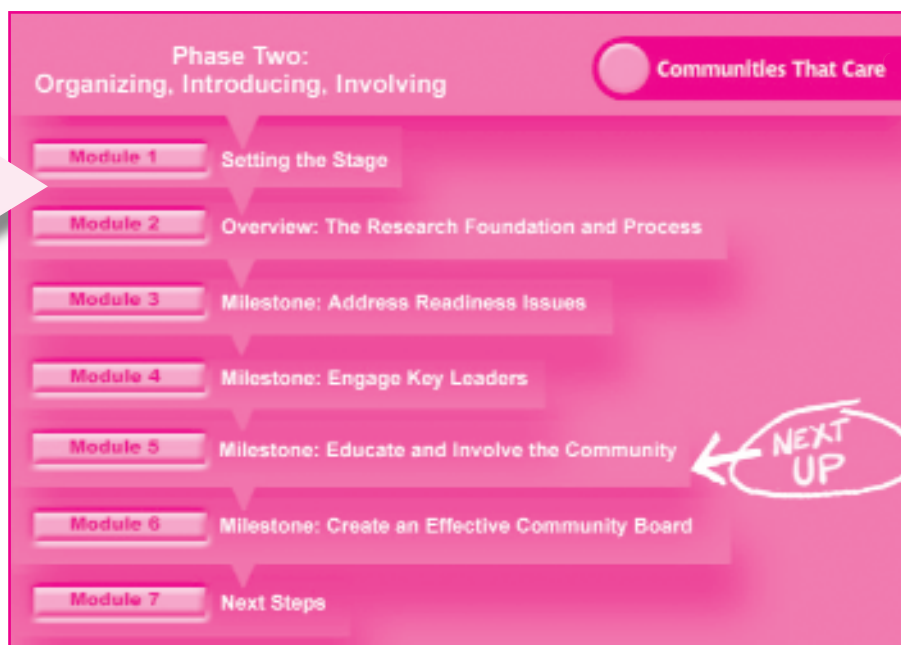
Potential Champion(s)	Who will contact?	How?	By when?

Module 4



Slide 4-15

Notes



Review the slide.

NOTE: For trainings following the established agenda, this will be the end of Day One. You should wrap up, use the flow chart to summarize what has been covered today, emphasize key pieces of information and review the agenda for Day Two.

Ask participants to complete a Training Evaluation form. Remind participants that they can find a copy of the form in the pocket of the Participant's Guide.